

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Summit School District
Accountability Review - Monitoring Report 2011-2012**

Team Members: Donna Huber, Team Leader; Joan Ray and Cindy Kirschman, Team Members

Dates of On Site Visit: October 11, 2011

Date of Report: November 16, 2011

All non-compliance must be corrected within 1 year of this report date. Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

1. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:25:04.02. Determination of needed evaluation data. As part of an initial evaluation, if appropriate, and as part of any reevaluation, the individual education program team required by § 24:05:27:01.01 and other qualified professionals as appropriate with knowledge and skills necessary to interpret evaluation data, shall:

- (1) Review existing evaluation data on the child, including:
 - (a) Evaluations and information provided by the parents of the child;
 - (b) Current classroom-based local or state assessments and observations; and
 - (c) Observations by teachers and related services providers; and
- (2) Based on the above review and input from the student's parents, identify what additional data, if any, are needed to determine:
 - (a) Whether the student has a particular category of disability as described in this article;
 - (b) The present levels of academic achievement and related developmental needs of the student;
 and
 - (c) Whether the student needs special education and related services.

The school district shall administer assessments and any other evaluation materials as may be needed to produce the data required to make the determinations listed in subdivision (2) of this section. If no additional data are needed to make the determinations listed in subdivision (2) of this section, the school district shall notify the student's parents of this fact and the reasons for this decision. The group described in this section may conduct its review without a meeting.

Corrective Action:

Prong 1: Correct each individual case of noncompliance

Through file review and interview the monitoring team determined the district did not review existing data prior to conducting evaluation.

| Student: | Required Action: | Data To Be Submitted: |
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| Student 2 All areas listed on the teacher referral were not evaluated, nor did the | The district must review existing data of the student and determine if the student needs additional evaluation based on the referral. | 1)At a minimum, the district must submit a Prior Notice for Consent explaining the district's decision. |

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| individualized program team address on the prior notice for consent the basis for their decision. | | 2) If the district decides to pursue additional evaluation, the district will submit the following: a) Review of existing data b) Prior Notice Consent for evaluation c) Evaluation reports d) Eligibility document e) Prior Notice for meeting f) IEP |
| Student 6 During the reevaluation and eligibility process, the individualized program team did not consider the student's medical diagnosis. | The district must review all existing data, including medical information, to determine what evaluation results can be pulled forward from current evaluation and what areas need to be reevaluated, if any, to conduct a comprehensive evaluation, determine eligibility and develop an IEP. | 1)The district must submit the following: a) Review of existing data b) Prior Notice Consent for evaluation c) Evaluation reports d) Eligibility document e) Prior Notice for meeting f) IEP |

Timeline for Completion: November 30, 2011

Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of updated data.

Required Action:

The district will submit the following for one student who is either an initial evaluation or reevaluation:

- 1) Referral (if initial)
- 2) Review of existing data form
- 3) Prior Notice Consent for Evaluation
- 4) Evaluation Reports
- 5) Eligibility Report
- 6) Prior Notice for the meeting
- 7) IEP

All non-compliance must be corrected within 1 year of this report date.

Date:

Status Report:

State Performance Plan – Performance Indicator

Indicator 3 – Participation/Performance on Assessment

A-Percent of districts meeting the State's AYP objectives for progress for disability subgroup

B -Participation rate for children with IEP's in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

C-Proficiency rate for children with IEP's against grade level standards and alternate achievement standards.

State Rate:100%

District Rate: 100%

Indicator 3 B –

District Policy, Procedure and Practice:

District has met the state’s target of 100% of all students participating in statewide assessment. If a student happens to be ill when D-Step is occurring, the district ensures the student makes up the test(s) missed during their absence. The district also utilizes the entire testing window so to allow sufficient time in case of illness or other unforeseen absences.

State Rate: Reading 99.2%%

District Rate: 100%

Indicator 3 C

District Policy, Procedure and Practice:

Although Summit School District has met or exceeded the state target according to the report card, the district N-size is too small to obtain an accurate percentage. Through review of testing data, district staff is seeing a gradual decrease in proficiency skills as students get older in math, science and written expression. Therefore these have been selected as targeted areas for improvement. A new math series, which has been recommended by the Math Council, has been adopted. The district will be having a teacher workshop entitled “Step Up To Writing” with the presenter being Kim Hill. The emphasis for this workshop will be to give teachers tools necessary to be effective teachers in the area of written expression. In the area of science, the district’s high school science teacher and elementary teachers are meeting regularly to track standards with their curriculum maps to determine what is being taught, if there are gaps, is a standard not being addressed and targeting the area/s that consistently come up on e-metrics as a low area across the board.